

SULLIVANS ISLAND ELEMENTARY

2015 I'on Avenue
Sullivan's Island, SC 29482

GRADES K-5 Elementary School

ENROLLMENT 358 Students

PRINCIPAL Susan King 843-883-3118

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	0	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes

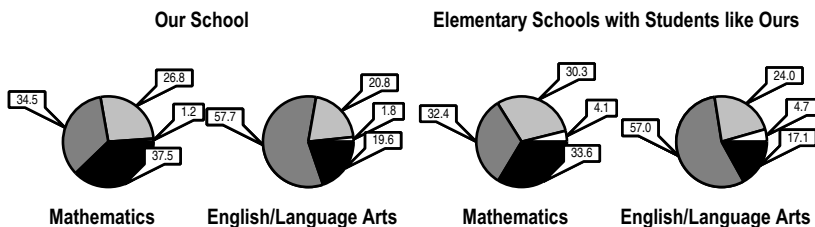
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	175	99.4	1.8	20.8	57.7	19.6	83.9	Yes	Yes
Gender									
Male	100	99.0	2.1	22.9	55.2	19.8	82.3		
Female	75	100.0	1.4	18.1	61.1	19.4	86.1		
Racial/Ethnic Group									
White	169	99.4	1.8	20.7	57.9	19.5	84.1	Yes	Yes
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	158	99.4	1.3	18.4	59.9	20.4	86.8		
Disabled	17	100.0	6.3	43.8	37.5	12.5	56.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	175	99.4	1.8	20.8	57.7	19.6	83.9		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	1.8	20.8	57.7	19.6	83.9		
Socio-Economic Status									
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	166	99.4	1.9	18.8	58.8	20.6	85.6		

Mathematics - State Performance Objective = 15.5%									
All Students	175	100.0	1.2	26.8	34.5	37.5	83.3	Yes	Yes
Gender									
Male	100	100.0	1.0	27.1	32.3	39.6	83.3		
Female	75	100.0	1.4	26.4	37.5	34.7	83.3		
Racial/Ethnic Group									
White	169	100.0	1.2	25.6	34.8	38.4	84.1	Yes	Yes
African-American	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	158	100.0	0.7	24.3	34.2	40.8	86.2		
Disabled	17	100.0	6.3	50.0	37.5	6.3	56.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	175	100.0	1.2	26.8	34.5	37.5	83.3		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	172	100.0	1.2	26.8	34.5	37.5	83.3		
Socio-Economic Status									
Subsidized meals	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	166	100.0	1.3	25.6	33.8	39.4	84.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	63	100.0	1.6	11.5	65.6	21.3	86.9
	Grade 4	67	100.0	6.3	28.6	61.9	3.2	65.1
	Grade 5	64	100.0	6.5	41.9	48.4	3.2	51.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	56	100.0	1.8	14.3	48.2	35.7	83.9
	Grade 4	53	100.0	1.9	15.1	69.8	13.2	83.0
	Grade 5	66	100.0	4.6	33.8	50.8	10.8	61.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	63	100.0	3.3	23.0	39.3	34.4	73.8
	Grade 4	67	100.0	6.3	39.7	31.7	22.2	54.0
	Grade 5	64	100.0	1.6	22.6	37.1	38.7	75.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	56	100.0	3.6	44.6	37.5	14.3	51.8
	Grade 4	53	100.0	1.9	18.9	35.8	43.4	79.2
	Grade 5	66	100.0	1.5	20.0	27.7	50.8	78.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 358)				
First graders who attended full-day kindergarten	85.1%	N/C	100.0%	100.0%
Retention rate	1.1%	N/A	1.2%	2.7%
Attendance rate	95.8%	Up from 95.5%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		0.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		0.0%	3.5%
Eligible for gifted and talented	52.2%	Up from 47.8%	46.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.8%	Down from 4.6%	4.1%	8.2%
Older than usual for grade	0.6%	Down from 6.4%	0.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	69.2%	Up from 63.0%	62.7%	51.4%
Continuing contract teachers	92.3%	Up from 88.9%	92.6%	87.5%
Highly qualified teachers**	100.0%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.1%	Up from 91.9%	90.9%	86.7%
Teacher attendance rate	92.9%	Down from 94.2%	95.9%	94.9%
Average teacher salary	\$44,513	Up 2.0%	\$43,601	\$40,760
Prof. development days/teacher	15.4 days	Up from 12.3 days	10.6 days	12.4 days

School				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.7 to 1	21.4 to 1	18.9 to 1
Prime instructional time	86.9%	Down from 87.2%	91.8%	90.0%
Dollars spent per pupil*	\$5,459	Down 4.4%	\$6,270	\$6,044
Percent of expenditures for teacher salaries*	73.4%	Up from 72.7%	68.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This Annual Report Card is being written in an effort to provide parents, students, and community members with descriptive information about our school. Some of the data are presented in terms of standardized test scores, while other data obtained from surveys are more subjective in nature.

Our school joined the Accelerated Schools Project during the 1996-97 school year. The initial stage of this school-restructuring project was to collaboratively create a shared Vision Statement. Utilizing surveys, test data, and interviews, specific steps were developed to address targeted priority needs. For the past five years, we have been utilizing educational best practices, as well as other resources, to implement interventions targeting priority areas.

Faculty members are implementing State Curriculum Standards in all subject areas. Staff Development activities have focused on the instructional delivery and assessment of these Standards. English Language Arts was the main area of focus this year with the school-wide implementation of the Six-Traits writing program. Math, Science, and Social Studies were addressed through our Cadre' study teams.

An in-school Tutorial Program was continued and expanded this year to afford struggling students extra instructional time on specific Standards as needed. Our goal is to leave NO child behind.

I am pleased to report that Sullivan's Island Elementary School achieved an Excellent Rating by the State Department of Education. Four teachers on our faculty have received National Board Certification. In addition, for the fifth consecutive year, our school has been recognized by the Charleston Community of Readers for outstanding reading programs.

Should you have any questions regarding any of the contents of this report, please do not hesitate to contact Kate Wenger, School Improvement Council Chair, any School Improvement Council member, or the school principal.

Stephen Fordham, Principal

Kate Wenger, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	60	27
Percent satisfied with learning environment	100.0%	94.9%	100.0%
Percent satisfied with social and physical environment	96.2%	91.4%	92.6%
Percent satisfied with home-school relations	100.0%	98.3%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.